

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Susan Perry Hargis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wiesbaden Middle School

(As it should appear in the official records)

School Mailing Address Unit 24309 Box 87

(If address is P.O. Box, also include street address.)

City Wiesbaden, Germany State DD Zip Code+4 (9 digits total) 09005-4309

County _____ State School Code Number* HE2433

Telephone 611-705-2240 Fax 611-723-4960

Web site/URL _____

http://www.dodea.edu/europe/kaiserslautern/wiesbaden/wiesbadenMS/index.cfm/ E-mail susan.hargis@eu.dodea.edu

Facebook Page https://www.facebook.com/#!/WMSPT
Twitter Handle _____ SO _____ Google+ _____

Other Social Media Link https://www.facebook.com/#!/WiesbadenCS
YouTube/URL _____ Blog _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Dell McMullen

(Specify: Ms., Miss, Mrs., Dr., Mr.,

Other)

E-mail: Dell.McMullen@eu.dodea.edu

District Name Kaiserslautern School District - DoDDS - Europe Tel. 631-536-5909

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 21 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	75	70	145
7	85	91	176
8	90	68	158
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	250	229	479

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 13 % Black or African American
 - 17 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 53 % White
 - 11 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 39%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	40
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	146
(3) Total of all transferred students [sum of rows (1) and (2)]	186
(4) Total number of students in the school as of October 1	479
(5) Total transferred students in row (3) divided by total students in row (4)	0.388
(6) Amount in row (5) multiplied by 100	39

7. English Language Learners (ELL) in the school: 7 %
34 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Tagalog, Spanish, German, Thai, Samoan, Italian, and French
8. Students eligible for free/reduced-priced meals: 14 %
 Total number students who qualify: 64

Information for Public Schools Only - Data Provided by the State

The state has reported that 0 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
46 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	32
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The entire DODEA Community provides a world-class educational program that inspires and prepares all students in military communities around the world for success in a dynamic, global environment.

PART III – SUMMARY

Nestled at the base of the Taunus Mountains, Wiesbaden Middle School is one of four Department of Defense Dependent Schools that support the growing Wiesbaden military community. Located in the German state of Hessen in the Rhine-Main region, Wiesbaden is an affluent community of approximately 280,000 residents. The American military presence adds about 10,000 inhabitants to Wiesbaden and its surrounding communities. Wiesbaden Middle School's purpose is to meet the educational needs of the region's U.S. military and civilian families with students in grades 6-8 through carefully crafted community partnerships and educational best practices.

The school has seen many population swings during its nearly 60-year history, as the military mission in Germany has gone from a post-war occupation force to a much smaller mutually supporting partnership. Wiesbaden Middle School looks forward to continuing its long tradition of educational excellence on a new 21st century campus, that is planned to open in the next four years.

WMS serves families with a wide variety of cultural, ethnic and racial backgrounds. Under federal ethnicity standards, of our 479 students, 17% are identified by their parents as Hispanic or Latino, 53% as white, 13% as African-American, 4% as Asian, and less than 1% of our students were identified as Native American or Pacific Islander. About 11% of students are identified as bi-racial and .4% of parents declined to answer. Males and females are well-balanced within the school with 229 female students and 250 male students. While not formally surveyed, one can informally observe the valuable cultural diversity our students bring to the school community through the traditions of their families as well as those acquired as military family members. This diversity helps make Wiesbaden Middle School an inclusive and welcoming place for all and is continually celebrated with various school-wide cultural assemblies and programs.

Wiesbaden Middle School's current enrollment of 479 students reflects a significant increase in population driven by the closure of the nearby Heidelberg military community and the relocation of military operations and personnel from there to Wiesbaden. Serving military families means educating a diverse, highly mobile student population. Approximately 30% of our current students did not attend a Wiesbaden area school last year. This high turnover of students, due to the mobile nature of military families, is typical year-to-year and poses unique challenges for DoD schools and students. Wiesbaden Middle School's 44 highly-educated teachers and dedicated support staff are specially trained to meet these unique challenges and daily embody our school motto, "Think Well, Do Well, Be Well."

Think Well. Students of all academic levels are well supported and encouraged to reach their full potential. Our students with special needs benefit from instructional interventions and adaptations implemented by our seven skilled paraprofessionals and four certified special education teachers, one of whom is a speech and language pathologist. The school also hosts a thriving AVID program, including two AVID tutors. In addition, struggling students are bolstered with math support classes and after-school homework help in all subjects, both in the classroom and through free Tutor.com membership. Finally, gifted students are monitored and supported individually and through participation in the Creative Thinking elective class. All students have access to rigorous learning opportunities, including advanced math courses, foreign languages, music, and advanced computer classes. Across all subjects, teachers use interdisciplinary instruction, technology, continuous assessment, and varied instructional modalities to improve student learning.

Do Well. Because our students and their families face unique social and emotional challenges brought on by frequent military moves and combat deployments, Wiesbaden Middle School employs a cadre of four counselors and one staff psychologist who are dedicated to providing open ears, an open heart, and a helping hand to support and guide students through the challenges of living within a military community, as well as those difficult problems faced by most adolescents. This team of behavioral specialists works with students, parents, and school staff to foster a school community that is kind, supportive, and sensitive to the needs of all individuals. Teachers, staff, and community members are committed to increasing the cultural awareness of our student body, celebrating our diversity, and fostering a climate of inclusion.

Be Well. Physical and health education are taken very seriously at our school. Unlike many schools, they are mandatory for all students each year. In addition to the regular P.E. classes, a sports seminar is offered, as well as after-school physical activities like Bike Club, Cross Country Club, and volleyball. In the event of injury, a full-time nurse is part of our team. Finally, for the last three years, WMS has joined with the Defense Commissary Agency as part of a community Nutrition Partnership, unique in the district.

In so many ways, Wiesbaden Middle School is living its motto and educating the whole child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wiesbaden Middle School is committed to ensuring the instruction, application and enhancement of DoDEA curriculum standards. Instruction is focused to meet these academic standards and to address the social-emotional learning needs of our adolescent population. Teachers execute a consistent scope and sequence incorporating district curriculum mapping and continuous assessment. Counselors work with students to design the best schedule including support and/or enrichment courses. Students are supported in selecting courses that will enable them to easily transition to high school, including many courses for high school credit.

Wiesbaden Middle School's reading/language arts faculty implement rigorous programs that address literacy skills and provide enrichment as well as explicit, sequential 21st Century skills in research. The instructional foundation consists of DoDEA's adopted curriculum from Pearson Reading Street and Holt utilized in a collaborative teaching model to address the DoDEA standards. Students participate in local assessments that help teachers determine where additional support or enrichment may be needed. Student academic programming is adjusted to meet individual needs. Read 180 is available for students who struggle with fundamental skills in fluency and comprehension and a school-wide D.E.A.R. (Drop Everything and Read) program has been an integral part of encouraging students to read for pleasure and information. Teachers incorporate real world learning through literature and language arts standards are met through content units on civil rights, slavery, social injustice and the Holocaust. Cross-curricular planning occurs whenever authentic opportunities present themselves. Practice of written language skills is ongoing and rigorous. Students write a variety of essays, participate in the DoDDS Illuminations Project, an online publication of student work, and develop and write research papers. As part of the core language arts curriculum, students participate in local writing contests, such as those offered by the Veterans of Foreign War (VFW), the U.S. Army Core of Engineers, and the DoD Month of the Military Child initiative.

WMS mathematics instruction is vital to achieving our school vision concerning the emotional, social, academic and physical development of each of our students. We offer a wide variety of math courses: Math 6, Math 7, Pre-algebra, as well as Algebra and Geometry for high school credit. Eligibility for advanced math courses is based on Orleans-Hanna placement tests. In addition to general courses, WMS offers a math support seminar for students needing extra assistance. Core teachers integrate math into all content areas in order to demonstrate the applicability of mathematics across various disciplines and careers. Our partnerships with the Corps of Engineers ensure a rich collaborative approach to attach meaning and real world applications to mathematics. Technology is incorporated in the curriculum through the use of graphing and scientific calculators and a variety of computer programs.

Science teachers develop hands-on lessons to facilitate mastery learning for all students. Students build roller coasters, design and launch rockets and perform a wide range of science experiments. Vernier science education and probes allow students to chart and graph statistical data gathered in integrated math and science labs. WMS has a dedicated STEM room that is utilized for a wide variety of experiments relating to career and college preparedness in science, technology, engineering and math.

The scope of our social studies curriculum is broad, covering both world and U.S. history and geography in grades six through eight. Teachers are committed to framing important curricular content in its historical context through the use of primary source materials, by connecting past and current events, and by facilitating the use of higher-order thinking skills to make future predictions. Students are encouraged to explore ideas and issues of both the past and the present and make personal connections as they learn.

The Information Specialist at WMS supports all areas of core curriculum through co-teaching and collaboration. She supports the instruction of the research process, including skills in database utilization and critical analysis of source materials. Technology is comprehensively integrated to teach students lifelong problem solving skills. In all curricular areas, teachers incorporate a wide range of technology into

their instructional program using Google Apps and related support software for interactive lessons. Students use video technology to support classes across the curriculum.

In support of core curriculum, before and after school enrichment activities such as Young Astronauts, Recycling, Math Counts, NJHS, and Student Council allow students to utilize core knowledge and skills in a meaningful way. WMS provides tutoring and homework clubs where students can receive individualized reinforcement of classroom concepts.

2. Other Curriculum Areas:

Providing access to technology for our students is the standard for our school. We currently have four computer labs and a dedicated STEM lab. Our traditional classrooms share a total of eighteen mobile labs, each of which is stocked with sixteen laptop computers. Every classroom is equipped with Smart Board technology. Our school also has an Educational Technologist, whose major responsibility is to ensure that teachers and students have the appropriate technology available and working, as well as to ensure all staff members are trained properly on the uses and capabilities of such technology. Students have access to the latest technology in all learning environments where it is seamlessly integrated into the delivery of instruction by teachers and the demonstration of learning by students. Technology is also critical to streamlining classroom management tasks, increasing the amount of instructional time available to teachers and students.

The faculty and staff at Wiesbaden Middle School strongly believe our mission is to produce well-rounded students and to provide them with exposure to as many different career areas as possible. This objective is achieved by offering twenty-two different electives, or EnCore courses. Electives for sixth grade students are offered as quarter classes (nine weeks), while most seventh and eighth grade electives are a semester or year long. The longer courses are due to the advanced nature of the elective courses particularly those eligible for high school credit. Our EnCore classes are designed to allow the students to explore their own interests, as well as aptitude, for different careers.

Incoming sixth graders choose four courses from an “exploratory wheel” of nine electives. Course offerings for sixth graders are Computer Applications, Family and Consumer Science (a course not usually offered at the middle school level), Applied Technology, Video Production, Art, Spanish IA, German IA, Creative Thinking, and Beginning Band (the sole yearlong elective).

With the exception of Applied Technology, seventh graders are offered the same electives as sixth graders as well as Intermediate Band, Advancement Via Individual Determination (AVID) (if required criteria is met), German Conversation, Computer Applications, Business Enterprise, and Graphic Communication. Spanish IC and German IC are also offered for high school credit.

Eighth grade students are offered all previously mentioned electives and may also choose from Advanced Band, Music Exploration, Yearbook Production, Introduction to Programming, and Spanish IIC and German IIC, both of which offer high school credit.

Wiesbaden Middle School's EnCore program is continually assessed to make sure it is aligned with the needs of our students and relevant to their interests and future career paths. At this time, 49% of Wiesbaden students are participating in our foreign language courses, 91% are enrolled in a visual or performing arts course, and 88% of students are currently taking a class from our computer/technology department. 38% of eligible students take Business Enterprise and 42% of all students have enrolled in the Family and Consumer Science class. Seven percent of our students are selected to participate in our AVID course and 4% of 8th graders are in the Yearbook Production course. These figures offer concrete evidence of the value this program brings to our diverse student population and its importance in fostering well-rounded learners.

All students at Wiesbaden Middle School receive physical education and health instruction to foster good health. These full-year courses not only aid in the fight against childhood obesity and promote life-long healthy habits, but our requirement exceeds the standards followed by other DoDEA schools. Our P.E. and health courses are fundamental to living our Think Well, Do Well, Be Well motto.

3. Instructional Methods and Interventions:

Wiesbaden Middle School implements 21st century education with differentiated instruction. School engagement addresses the whole child academically and socially ensuring a path to success for all students. Following DoDEA standards, teachers design lessons which develop students' critical thinking and problem solving skills. The identification of specific needs for each student is data-driven, gathered by a variety of assessments, pre- and post-, formative and summative, throughout the year. The information gleaned from these assessments allows WMS to remediate and enrich the curriculum for each student during the school day and through a myriad of after- school activities.

Formative assessments at WMS allow for a constant re-calibration of teaching and learning. Students do not simply assess for understanding but rather correct and reflect on items missed on formative assessments. Students collaborate, provide each other feedback and then journal detailed reflections on why they made their mistakes, leading to a deeper understanding of content and process.

To promote collaboration across grade levels and departments, our school is organized by teams. This allows teachers to work closely together to develop the best educational opportunities for students as well as provide social and emotional support. The required seminar course provides students an opportunity to seek assistance, make up work, obtain support academically or emotionally and participate in a variety of activities such as sports seminar, additional small group learning activities such as STEM and math support, band practices, social groups, and a variety of multi-cultural and academic assemblies.

Classroom activities are related to real world situations and are designed to provide students an opportunity to connect with their learning and relate to current events. Students are taught research and reference skills in a systematic, tiered approach starting with 6th grade. The Information Specialist is key to co-teaching, collaborating and designing lessons incorporating current research methodology as well as understanding and leveraging technology to solve problems.

Math U.S.A. (Uninterrupted Sustained Arithmetic) is implemented during seminar by kids for their peers. The intent is for students to improve in computational and problem solving skills. Both academically and socially, Math U.S.A. provides a differentiated platform offering remediation for struggling students, enrichment for advanced students and intelligent interactions with peer groups in the context of intervention. Students are either peer tutors, class leaders, or recipients of instruction, improving their academic communication skills. D.E.A.R. (Drop Everything and Read) is also practiced during seminars to reinforce the importance of reading and literature throughout the community.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Department of Defense Education Activity (DoDEA) currently uses the Terra Nova (TN) 3rd Edition as the systemwide standardized assessment for measuring student achievement. This method of norm-based testing has been the standard of measurement since the 2008-2009 academic year. DoDEA's goal is to have 75% of all students perform in the top two quartiles (51st-97th percentile) while less than 7% perform in the lowest quartile (1st -25th percentile). Students who perform in the 51st -75th percentile are "meeting the standard," according to DoDEA.

Wiesbaden Middle School students show continuous achievement at and above the 51st percentile. Over the past five years, WMS students have performed above both DoDEA and national standards in all subject areas on the TN. From 2009-2014, data shows students have succeeded in staying in the top two percentiles with little wavering of scores, and the 8th grade has identified and closed the achievement gap between African-Americans and Whites. Last school year, all students scored the same in math and reading due to interventions on the part of the grade level's data team. Interventions to close the gap included a strong Student Support Team, working with individual students based on their data, and examining student work. Teachers are proud of the work accomplished in weekly team meetings where they discuss student progress and how they can work to improve student achievement. Grades, work, and data are a common language among teachers with the focus being the individual student's success.

Student progress in reading and math continued to increase over the five-year period across all grade levels. Students maintained scores above the national average on the Social Studies and Science subtests, showing a trend of minor fluctuation, losses no greater than -1 percentage point and gains of at least +1 percentage point over this time period. Despite showing a slight increase of sixth and seventh grade students scoring in the lower percentile, WMS still upholds DoDEA's goal of having less than 7% of the total student population in the lower quartile. Over a five-year period, WMS has retained its distinction of having 75% of its students perform in the top two quartiles.

As WMS serves a military population, our student body is constantly changing as students move into and leave the community. This should be considered when evaluating our school data, since we are not testing the same group of students from year to year. This trend can account for the fluctuations in scores over the last five years. Despite being a part of a transient population, WMS students consistently achieve above the national average and reach the standard of achievement prescribed by DoDEA for student mastery of learning.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

WMS uses the data from our standardized test battery, TerraNova 3rd Edition, as well as a variety of other assessment tools across the curriculum to gauge and monitor student achievement.

Teachers and staff collect and prepare a variety of data about the learning at WMS. Sources of data collection include, but are not limited to:

- Terra Nova 3rd edition
- Scholastic Reading Inventory
- Teacher created Baseline Assessments in Math
- Sixth Grade Reading Street Baseline
- Seventh/Eight Grade –Elements of Literature Baseline
- ReadStep
- NAEP
- Orleans-Hanna Algebra Prognosis
- Pearson Success Tracker
- Curriculum bases assessments
- Classroom tests, quizzes, projects and homework

- IEPs
- Prior assessments from student cumulative folders

The use of school-wide data at Wiesbaden Middle School is part of an ongoing cycle of instructional improvement that drives our school vision. The reading and math academic goals and our school-wide interventions are derived from analysis of our assessment data and drive our learning community's unified focus on student achievement. The teachers and staff at WMS meet to discuss, analyze and triangulate data during school-wide data days, in team and department meetings, and in parent conferences to ensure that all students are learning to the best of their ability, while informing and teaching students to examine their own scores/data creating an autonomous learning community.

Teachers use student data to drive instruction, make modifications, and differentiate instruction on a daily basis. Parents and stakeholders are informed of daily scores in all classes through the use of Gradespeed, an online gradebook program used by all teachers. Standardized test scores are sent home via letters and score reports that include an explanation of the results. The guidance counselors at WMS use data to help place students in appropriate courses, such as advanced classes or AVID, as well as for the identification and placement of our special education students.

All stakeholders at WMS (school personnel, parents, students, and community members) are actively involved in reviewing and using data to guide student learning and improve classroom instruction. Data is a powerful tool and WMS' systematic use of data in a variety of ways allows our students to stay above the National Average in norm-based assessments.

Part VI School Support

1. School Climate/Culture

Wiesbaden Middle School is a 21st century school. Teachers engage students in collaborative, technology-rich and creative lessons that fuel a passion for learning. We are faithful to our mission statement: providing a positive environment in which all students can mature academically, socially, emotionally, and physically while developing a lifelong love of learning. Students, teachers, staff and administration proclaim daily during the morning announcements that we are the “Best Middle School in the Galaxy!”

Wiesbaden Middle School faces challenges with proactive solutions. Prolonged deployments of military and civilian personnel and a highly transient student population are typical in all DODEA schools. However, WMS utilizes multiple resources to support our students and families. We have two full-time counselors on staff, and an additional ASACS counselor. Each student feels known and mentored by at least two teachers or staff which contributes to an atmosphere of feeling safe, valued, supported and comfortable in school.

WMS strives to be a bully-free school, and all students and teachers recite our anti-bully pledge during morning announcements. We also celebrate student birthdays and accomplishments daily via our morning announcements. It's great to be a student at WMS! Academics are supported by a positive and engaged faculty. We have a block schedule which allows teachers to maximize instructional time. Additionally, students have a seminar period to work on assignments independently or get assistance from their teachers. We also use the first 20 minutes to focus on our reading or math interventions in support of student needs.

The school has strong community and family partnerships where all are invited and welcome. Every day, numerous parent volunteers are in school assisting students in different capacities (tutoring, assisting health personnel during registration, health screening, etc., fund raising, chaperoning on study trips, awarding student rewards/incentives, helping out during Math Night, STEM Night, and Student Council Dances. Students also have the opportunity to observe their parents at work during Take Your Sons and Daughters to Work Day in April.

The same things that create a supportive climate for students also serve to make teachers feel supported and valued – a healthy, safe facility; positive community involvement; a supportive administration; a schedule that facilitates their efforts to individualize instruction; and celebrations of success and diversity. The principal places great emphasis on her role as an advocate for learning, encouraging continual communication with and among teachers, facilitating teacher leadership, and actively pursuing resources that support learning activities. She has special and unique ways of giving everyone under her watch the feeling of being valued and supported.

2. Engaging Families and Community

Wiesbaden Middle School has strong, viable two-way communication plans in place for all stakeholders. During the school's 2013 accreditation visit, the highest accolades the school received were for being a “caring and nurturing environment where all students and parents felt welcome.” The school sends out a weekly newsletter, informing families about upcoming school events. Additionally, the principal sends out monthly newsletters with educational and academic information. The school also maintains two Facebook sites: a PTSO site and a Wiesbaden Schools Community site to provide real-time information to the Wiesbaden community members. The majority of teachers have individual web pages that students and parents use to access homework assignments, lesson plans, and deadlines. The school's homepage provides newcomers with valuable information and access to the institution before and during their move to the Wiesbaden community.

The WMS PTSO is engaged in activities to support WMS in achieving its goal of ensuring success for students. Incentive programs, such as Perfect Paws for good behavior, ice cream for Honor Roll students and individual teacher incentives for exemplary academic and behavioral performance encourage and

motivate students. The military television and radio station, Armed Forces Network, provides opportunities for WMS students to experience public broadcasting and to showcase their achievements and share school information with our community.

The school has strong partnerships with the U.S. Army Corps of Engineers-Europe (USACE), Community Bank, Defense Commissary Agency, and Defense Science and Technology Center-Europe (DSTC-E). For example, on Earth Day, the USACE supported our seventh grade by having each student plant a tree. DSTC-E has provided highly skilled military scientists to mentor teachers in their classroom on the newest technology available. This year, WMS had more eCybermission teams registered than any other school in DoDEA. Our financial literacy program, in connection with the bank, supports our school's math goals, and our nutritional literacy program with the commissary is part of the sixth grade curriculum. The school administration maintains a strong relationship with the Garrison's School Liaison Officer, who serves as a conduit between Wiesbaden's schools and military community.

Furthermore, WMS partners with local German schools allowing students to spend a day learning about the educational experience of a German student and vice versa. These cross-cultural opportunities allow students to gain an understanding and appreciation of living in a foreign country.

WMS supports EEO programs presented by the Garrison Commander for our military community. In February, our sixth grade presented a play about the life of Martin Luther King, Jr. with more than 700 military members in attendance. Last year, our school hosted an exhibition about the life of John F. Kennedy for the Garrison, celebrating JFK's visit to Wiesbaden fifty years ago.

3. Professional Development

All DoDEA educators are required to take six graduate credit hours every six years to maintain their certifications. For the past three years, under the leadership of the current administration, educators have been able to take up to four graduate credit hours per year during their duty day on courses that support the school's improvement goals and mission. When there was not a middle school STEM course available for teachers locally, the principal created a graduate-level job-embedded professional development course for all teachers. The course, "Teaching STEM in the Middle School" enhanced the value of curriculum, instruction, and assessment of STEM areas at Wiesbaden Middle School. More than one-third of the staff is enrolled in coursework, but even more are committed to the school's STEM efforts. With this course in mind, the seventh grade team has partnered with the United States Army Corps of Engineers to develop hands-on learning opportunities in the construction of three on-site community gardens to teach sustainability concepts through producing vegetables, observing pollinators, and other horticultural concepts.

Teachers in sixth and eighth grades work with the school administrators on coursework in their respective content areas, as well as co-teach with field experts. The Defense Science and Technology Center-Europe has provided expert military scientists, who possess Ph.Ds. in science and technology to mentor educators in their classroom with the newest advanced technology available. These volunteers provide mentorship and professional development to teachers, as well as students. Many staff members have included STEM practices into their professional growth plans. One example is the school's Information Specialist, who is in the process of converting the Information Center into a STEM library with an emphasis on environmental awareness.

Moreover, the principal created a course for teachers, "Shared Leadership at the School-Level" to encourage all teachers to take ownership in school-level decision-making. Teachers are learning to make decisions not only in their curricular areas and grade-levels, but also at the school level. The benefits have been realized, with teachers being more vocal and willing to volunteer for leadership positions at WMS. There has been an increase in the number of teachers participating in the various professional development offerings, the faculty social and recreational activities (monthly parties, dinners, trips), and other activities. These events motivate and enhance work ethic, promote collegiality, and allow for the enjoyment of working and learning together.

4. School Leadership

Highest student achievement is the absolute number one priority at Wiesbaden Middle School. WMS administration consistently communicates detailed goals and strategies that support shared leadership, curriculum, and teaching. WMS purposefully provides time for grade-level team meetings and for faculty and staff team meetings in order for teachers to collaborate for the purpose of vertical and horizontal articulation. For the past three years, the administration has executed professional development focused on student achievement, as well as embedding best instructional strategies throughout the school day.

WMS leadership teams document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. WMS administration utilizes DoDEA, district, school and classroom data to make decisions regarding purposeful and observable changes in instruction, curriculum, professional development, scheduling, and other leadership decisions. Administration meets directly with the school leadership teams, union representative, district educational research analyst, and DoDDS-Europe specialists to plan and create a “Data Carousel,” in order for teachers to understand school data in their role of driving classroom instruction. WMS leadership has purposefully developed regularly scheduled time for staff to examine student achievement data and review of student work. Staff is involved in reviewing research related to standards, curriculum, and instruction. Examples of student work are visible throughout the building, community, and online community. Additionally, data is shared with all stakeholders and this information was vital in the creation of a three-year shared professional development plan.

WMS administration supports teacher implementation of innovative and research-based strategies to improve student achievement. Where new challenges emerge, administration highlights needs, provides resources, creates effective interventions and reports and shares improvement results with staff. Administrators delegate tasks and authority where feasible to concentrate on building instructional priorities. Time is always used effectively as administration arranges the school day and activities in ways that optimize teacher-student engagement or productive time in the classroom.

Administration guides WMS with great fidelity to meet the needs and demands of 21st century student outcomes. The school’s family-orientated atmosphere benefits school supported initiatives and goals. WMS is a learning community where there is systematic accountability for the success of the school's vision and mission. It is a culture of shared ideas by fostering and the setting of high expectations by all, valuing the input of teachers, team decision making, and respecting differences.

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova III</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	63	62	61	61	59
Number of students tested	189	144	122	109	107
Percent of total students tested	98	100	95	96	59
Number of students alternatively assessed					
Percent of students alternatively assessed	1	0	3	0	0
SUBGROUP SCORES					
1. Students receiving Special Education					
Average Score	48	45	45	51	47
Number of students tested	22	17	16	11	12
2. Hispanic or Latino Students					
Average Score	54	63	58	61	55
Number of students tested	33	27	22	15	18
3. African American Students					
Average Score	56	56	50	54	50
Number of students tested	28	25	18	20	20

NOTES: The growth of sixth grade mathematics over the past five years, at Wiesbaden Middle School is a source of pride. Even with overall growth, increase in subpopulations scores is significant. The average score for our sixth grade African-Americans has increased six NCE points. African-American males, in particular, increased by 8 NCE points over five years. In addition, this subgroup is scoring above the national average at Wiesbaden Middle School. DoDEA does not track students for free/reduced lunches.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova III</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	67	72	65	61
Number of students tested	156	163	130	107	104
Percent of total students tested	99	98	99	96	94
Number of students alternatively assessed					
Percent of students alternatively assessed	0	1	0	0	1
SUBGROUP SCORES					
1. Students receiving Special Education					
Average Score	52	38	46	48	42
Number of students tested	19	20	11	15	13
2. Hispanic or Latino Students					
Average Score	61	60	63	56	58
Number of students tested	33	38	22	19	9
3. African American Students					
Average Score	54	58	53	49	46
Number of students tested	33	33	23	15	22

NOTES: In seventh grade mathematics, even with assessing a third more students, Wiesbaden Middle School still managed a 10 point NCE growth in overall average. Our special populations increased at the same pace. Our African-American males jumped 11 points, which exceeds Department of Education growth expectations. Our special education students benefited from main-stream education at increase of 10 NCE points. DoDEA does not track students for free/reduced lunches.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova III</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	65	62	63	58	60
Number of students tested	189	139	126	112	90
Percent of total students tested	100	98	99	96	96
Number of students alternatively assessed					
Percent of students alternatively assessed	1	2	0	1	0
SUBGROUP SCORES					
1. Students receiving Special Education					
Average Score	43	41	48	36	43
Number of students tested	19	14	10	14	15
2. Hispanic or Latino Students					
Average Score	65	59	63	58	66
Number of students tested	40	23	31	9	11
3. African American Students					
Average Score	63	55	50	50	51
Number of students tested	31	24	21	17	20

NOTES: In eighth grade mathematics, Wiesbaden Middle School doubled the amount of students assessed over the last five years. Even with this growth, the overall average improved by five points. As of 2014, the achievement gap between African-Americans and the overall population is virtually eliminated. African-American males actually achieve higher than the overall average of the eighth grade students. DoDEA does not track students for free/reduced lunches.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova III</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as:

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	64	63	64	62	61
Number of students tested	189	144	122	109	106
Percent of total students tested	98	100	95	96	94
Number of students alternatively assessed					
Percent of students alternatively assessed	1	0	3	0	0
SUBGROUP SCORES					
1. Students receiving Special Education					
Average Score	48	45	45	51	47
Number of students tested	22	17	16	11	12
2. Hispanic or Latino Students					
Average Score	57	62	64	62	59
Number of students tested	33	27	22	15	118
3. African American Students					
Average Score	57	60	57	54	55
Number of students tested	28	25	18	20	19

NOTES: In examining sixth grade reading, Wiesbaden Middle School increased the number of students by participating in the TerraNova by 44%. Overall average improved over the last five years. African-American population is achieving at or above the national average. Our special education students are close to achieving at this level. DoDEA does not track students for free/reduced lunches.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova III</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	61	64	63	63	61
Number of students tested	156	163	130	107	104
Percent of total students tested	99	98	99	96	94
Number of students alternatively assessed					
Percent of students alternatively assessed	0	1	0	0	1
SUBGROUP SCORES					
1. Students receiving Special Education					
Average Score	48	48	53	51	47
Number of students tested	19	20	11	15	13
2. Hispanic or Latino Students					
Average Score	59	63	63	57	57
Number of students tested	33	38	22	19	9
3. African American Students					
Average Score	54	62	55	58	52
Number of students tested	33	33	23	15	22

NOTES: In seventh grade reading, the African-American population continues to score above the national average. Even with a slight drop in scores from 2012/2013 to 2013/2014, African-American males continue to show growth in reading. DoDEA does not track students for free/reduced lunches.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova III</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	64	63	64	62	61
Number of students tested	189	144	122	109	106
Percent of total students tested	100	100	96	93	100
Number of students alternatively assessed					
Percent of students alternatively assessed	1	2	0	1	0
SUBGROUP SCORES					
1. Students receiving Special Education					
Average Score	49	47	51	41	41
Number of students tested	19	14	10	14	15
2. Hispanic or Latino Students					
Average Score	67	60	61	53	65
Number of students tested	40	23	31	9	11
3. African American Students					
Average Score	64	56	56	50	49
Number of students tested	31	24	21	17	20

NOTES: In eighth grade reading, special populations' growth outpaced the growth of the overall population. The African American population dramatic increase of 15 NCE points over five years is noteworthy. The achievement gap in African-American males is once again eliminated. Special education students improved 8 NCE points over five years. Scores from last year shows the special education students at Wiesbaden Middle School are scoring in the same range as most eighth grade students completing the Terra Nova. DoDEA does not track students for free/reduced lunches.